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ABSTRACT

This guide offers ideas and techniques for projects designed to enhance the social and linguistic experiences of students participating in international exchanges. The first section outlines potential topics and procedures for projects conducted in the home, school, or local environment during stays in foreign countries. Most are based on site visits and personal interviews. The second section gives recommendations for ensuring the success of such project work by establishing collaborative relationships with colleagues in the host school, planning work and visits very carefully, and preparing students adequately. Section three contains practical advice for visits to a primary school, nursery school, home for older adults, hospital, market or shopping area, radio station, and library. Followup activities are outlined in section four, and spinoff activities are suggested in section five. Section six presents additional ideas for maximizing the benefits of visits abroad, including organizing collections or exchanges of books, cassettes, games, and other materials, and individual and group assignment topics. Sources of further reading and useful addresses are also listed. A variety of interview formats in French, Spanish, and German are appended. (MSE)

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Languages home and away

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Introduction

The distance between Britain and the rest of Europe is narrowing. This continuing process both requires and facilitates foreign visits. The purpose of this book is to highlight ways of enhancing the social and linguistic experience of pupils taking part in home-to-home exchange visits.

Most of the ideas have been developed as a result of two successful exchange links, between Longsands Community College, St Neots and the Collège Jean Mermoz in Angers and between Lawrence Weston School, Bristol and the Collège Léo Lagrange in Charleville-Mézières. Thanks are also due to my Cambridgeshire colleagues for all the linguistic help I have received.

Tasks based on the local environment are becoming a feature of the modern language classroom. In other subjects, for instance geography, pupils are already adept at displaying their findings using bar charts and pie charts. If language teachers can harness these skills and provide the stimulus and the means to develop pupils' linguistic talents, doing such work abroad can prove a rewarding experience.

These are some of the reasons for undertaking project work during an exchange visit:

- it provides a chance for genuine communication to take place;
- it ensures exposures to a variety of accent and register;
- it helps pupils realise that they can be understood;
- it gives the shy pupil something to talk about;
- it can help build relationships in the host family;
- it helps pupils feel more integrated in the foreign community;
- it develops social skills (interviewing, pairwork, groupwork)
- it widens the pupils' experience
- it is good preparation for investigative tasks at 'A' level;
- it helps develop cross-curricular thinking;
- it is inexpensive to organise;
- it is interesting.

People to interview

Situations should be chosen where those being interviewed have time to talk. Surveys done in the street are dependent on public goodwill, but can be very successful if pupils are polite and choose their interviewees carefully. The time element is important for all but superficial surveys. Host parents are usually very

willing to spend time with their guests, and I believe the success of the visits described later (to an Ecole Maternelle, an Ecole Primaire and a Résidence du Troisième Age) owe their success in part to the fact that those being interviewed are willing talkers. People need to feel important. To interview those who are often neglected yet have valuable things to say represents both a social contribution and a linguistic opportunity for our pupils.

1. Where to work

Here are three areas in which useful work can be conducted:

- the home
- the school
- the local environment

THE HOME

If both exchange partners are shy, and find it at first difficult to talk to each other, preparatory work done in the home can help to overcome this initial shyness by giving a purpose for communication.

- English pupils can be asked to find out from five foreign adults, including the host parents,
  - ★ their occupation
  - ★ distance travelled to work
  - ★ means of travel

  The accompanying teacher can then guide pupils in collating all the information on a large chart in order to draw some conclusions, for example on commuting habits.

- The host family can answer questions on amenities in the area. The pupil marks these on a chart made up of concentric circles. The gap between each circle represents a specific distance (e.g. 1 km). An attractive display can then be mounted, with a map of the region at the centre of the pupils' surveys. Strips of coloured tape lead from each pupil's work to the town/village in which s/he stayed. Further details of this and other activities can be found in the very useful book *Our Europe*.

- A traffic survey can be done in the vicinity of the host family's home.

- A survey can also be carried out on the type of household rubbish collected. With an increasing awareness of environmental issues this can prove a particularly interesting exercise, especially if it leads to a comparison between the ways in which different countries handle problems of recycling. You can design your own survey, or use the excellent example from *Our Europe*. Pupils should be made aware of the need for sensitivity in setting up this type of survey with the host family.

THE SCHOOL

Most pupils on exchanges spend large amounts of time in the foreign school, surrounded by groups of curious young people who are only too ready to talk. The following ideas are just a few possibilities for capitalising on the situation:

- **School dinner survey:** This is easy to operate while pupils are queueing for lunch and rouses great passion about things close to their hearts.

- **An interview with a teacher or member of the administrative staff** on subjects such as parents' evenings, school discipline and various procedures regarding absence and poor work. It is useful to record this type of interview for future use with a GCSE class.

- **Observation sheets done in the classroom:** Pupils often welcome a task to do in those lessons where they cannot follow the work, and this provides interesting work for pupils at any level and in any subject. It also makes them more aware of their own learning situation in England. The observation sheets raise interesting issues; in Germany, for instance, pupils can note that more time is spent on oral work than on written, most written work being done at home in the afternoon. Rituals such as the washing down of the German blackboard can be recorded under differences. Pupil dress, equipment and attitude can all be noted.

Exchange pupils could be asked to complete six sheets during their time abroad. It is a good idea if they are also asked to copy onto the reverse of the sheet any work written on the blackboard during the lesson they observed. This can lead to stimulating cross-curricular discussions when they return to England. Methods for teaching long division, for instance, seem to vary from country to country! Sometimes foreign schools give a copy of their maths or geography textbook which is not only useful for cross-curricular teaching but also very interesting to colleagues in England. If the accompanying exchange staff happen to be teachers of a subject other than languages, the cross-curricular aspect is enhanced. Another way of using these 'samples' of foreign teaching is to recopy or enlarge them to form an interesting and eye-catching display.

THE LOCAL ENVIRONMENT

Places where pupils can practise their linguistic skills are often very close to the foreign school, particularly if it is in any outlying area. It is then easy to take the pupils, sometimes with their partners or pupils from another class, out of school for part of a day. Here are some of the places where pupils have worked or plan to work on a future exchange visit:

- Market
- Town centre: shopping precinct
- Maternelle
- Ecole Primaire
- Résidence du Troisième Age
- Library
- Local radio station
- Hospital: children's ward
- Leisure centre (Centre social)

Town trails and many other ideas for exploring urban surroundings can be found in *Our Europe*. The social environment is also an area of great potential and one which has been somewhat underexploited on exchange visits. I shall therefore be putting particular emphasis on this aspect of the environment.

PARVULITOS
A. Preguntas para toda la clase:
1. ¿Cómo se llama la maestra?
2. ¿Sois los mas pequeños de los párvulos o los mas grandes?
3. ¿Os gusta la escuela? ¿Por qué? ¿Qué haceis en la escuela?
4. ¿Qué canciones conoceis?
5. ¿Quién sabe contar un cuento?
LA RESIDENCE DU TROISIEME AGE
1. Comment vous appelez-vous?
2. Quel âge avez-vous, si ce n'est pas une question indiscrète?
3. Habitez-vous ici depuis longtemps?
4. Avez-vous des enfants?
5. Comment s'appellent-ils?
6. Ou habitent-ils?
7. Avez-vous des petits enfants?
8. Comment s'appellent-ils?
9. Quel âge ont-ils?
10. Quand vous étiez plus jeune, habitiez-vous
11. Comment était votre maison?
12. Quel était votre métier?
13. Et votre mari/femme, que faisait-il/elle dans la v
14. Quand vous aviez mon âge, quels étaient vos loi
15. Aimiez-vous l'école?
16. Quelle était votre matière préférée? Pourqu
17. Quelle matière aimiez-vous le moins?
18. Et aviez-vous des animaux à la maison?
19. Parlez-moi un peu de votre meilleur(e)
20. Quel est le meilleur souvenir de votr
IN DER GRUNDSCHULE
A. Fragen, die jedem Schüler der Klasse von ..... gestellt werden sollen:
1. In welcher Klasse seid ihr?
2. Wieviele Schüler sind in der Klasse?
3. In welcher Stadt/in welchem Land lebt ihr? Seid ihr alle Deutsche?
4. Und wie ist es mit uns selbst? Wißt ihr es?
5. Fragt die Schüler, ob sie schon einmal in England oder einem anderen Land waren
6. Fragt sie, ob sie englische Fußballspieler, Pop-Gruppen kennen
7. Fragt sie, ob sie zum Schwimmbad/zur Turnhalle/zur Schulbücherei gehen
8. Fragt, ob sie schon Klassenfahrten gemacht haben
9. Fragt, ob England südlich oder nördlich von Deutschland liegt
10. Bittet sie, ein Lied vorzusingen oder ein Gedicht aufzusagen (macht eine Aufnahme, wenn möglich!)
B. Fragen für 2 Schüler:
1. Wie heißt Du?
2. Wie alt bist Du?
3. Hast Du Geschwister? (Name, Alter)
4. Wie kommst Du zur Schule? (zu Fuß, mit dem Auto, mit dem Bus)
5. Wann fängt die Schule an und wann endet sie?
6. Wieviele Pausen gibt es?
7. Gehst Du jeden Wochentag zur Schule?
8. Hast Du Hausaufgaben? Wie lange brauchst Du dafür?
9. Lernst Du schon Englisch?
C. Besuch in der Schule (zeichnet einen Plan der Schule, macht ein paar Photos)

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2. How to ensure the success of project work done on exchanges

The following are recommended:

- **Good colleagues in the partner school.** They can, if necessary, prepare the survey sheets in advance, basing the language on vocabulary and structures provided by you. For a new exchange it is helpful if the two sets of staff can arrange an exploratory visit. (The Central Bureau may be able to give funding.)

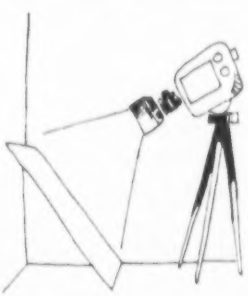
- **Planning the work/visits very carefully** and seeing all the relevant people in advance.

- **Adequate preparation of the pupils** (both linguistic and in terms of social interaction and interview technique). The whole class can be trained to approach passers-by or other foreigners even if only a few of the pupils are then to do the work abroad. The rest of the class may use the techniques at a later stage, and will certainly be more interested when the exchange pupils return with their findings if they have been involved in the initial preparation work. It may be a good idea for the class to be recorded on video while perfecting their interview technique.

- **Use of equipment:** Pupils can be given practice in operating small cassette recorders/dictaphones effectively.

  Some schools may wish to take a video camera abroad in order to bring back something with visual appeal for class exploitation, and good results will depend on adept use of this equipment. Even Polaroid cameras require a steady hand, and school cameras may be fairly complicated to operate, so practice is useful.

From *'Making the most of your video camera'* by Jack Lonergan (CILT, 1990)



- **Linguistic preparation:** This will depend on the nature of the tasks to be done abroad. Where the tenses to be used are more difficult, for instance in the Résidence du Troisième Age interview, this can be used as a way of teaching the imperfect tense, preceded by an OHP showing photos of the teacher when s/he was young. The difference between formal and informal address will also need to be noted, the use of the *tu* or *Du* form being needed for work done in foreign schools and the hospital while the *vous* or *Sie* form is used for most of the other surveys.

  Common structures and questions tend to recur in several of the surveys. Pupils can construct their own interview questions in pairs/groups if you do not wish to use a ready-made survey. You could even ask Equity Ltd to set everything up for you! (see details at the back of the book). Alternatively they could be given question cues (e.g. *Demande s'il a des frères ou des soeurs*) as in the school questionnaires.

3. Working abroad: practical advice

- It helps if pupils work in pairs, one interviewing and the other recording, taking notes, etc. For one pupil to concentrate on both tasks simultaneously is extremely difficult.

- It may sometimes be a good idea to let pupils opt for specific activities if you cannot take a large group somewhere. Reduced numbers are usually necessary for the hospital visit.

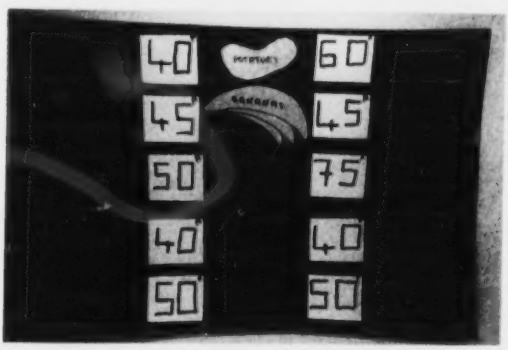
- Avoid making assumptions about pupils' interests. Older pupils as well as younger ones value visits to primary and infant schools, and pupils of any age show considerable interest in a visit to an elderly people's home.

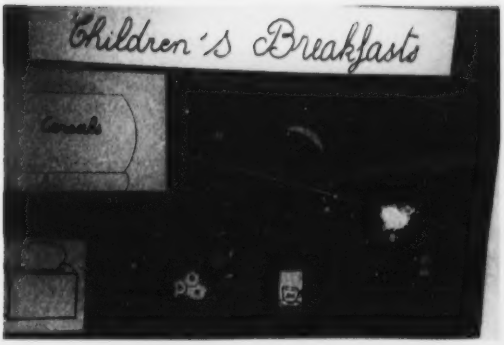
Visit to an Ecole Primaire

- A group of about twelve pupils visiting a class is the ideal number. Larger groups could be sub-divided and invited to work in different classrooms or on a rotational basis.

- This type of exercise is often as beneficial to the school being visited as it is for the exchange pupils themselves. Some class teachers build a study programme round the visit and take photos for later use in their school magazine.

- If the visit is carried out in Britain it can help build closer links between Primary and Secondary schools as well as encouraging younger children, particularly boys, to relate to foreigners. Research done by Michael Byram and his colleagues shows that girls of about ten react more positively towards French and German visitors than do boys of the same age. Perhaps we can help change attitudes?





Visit to an Ecole Maternelle

- It is a good idea to make sure that the group you are taking could sing some English songs if asked.

- It is also helpful to agree the format for the visit beforehand with the class teacher. An arrangement which has worked well is for the visitors to observe the class while they hear a story, some *jeux chantés* and songs. The visiting pupils then pair off with individual children, to talk to them and ask them to draw a picture. They are then shown round the school and are asked to draw a plan and to take photos if possible.

- If you organise a visit like this near the beginning of the stay, it does wonders for anyone who is homesick.

Visit to a Résidence du Troisième Age

- The purpose of this visit is to help integrate pupils into the local community by getting them to relate to elderly inhabitants with interesting memories who need an audience. It develops pupils' social skills and the interviewing practice gained could be put to good use by 'A' level pupils doing coursework later (for instance interviewing elderly residents about life in their town during the war). A further aim could be to train the pupils to use the imperfect tense in a real-life situation and to collect recordings of French speakers for future classroom use. After introducing themselves, pupils ask personal questions about the past - their best friend, whether they owned a pet, their favourite school subject.

Voici Madame Garand.

Elle a 89 ans.

Elle a deux enfants et trois petits-enfants. Elle aime les livres et la musique.

Quand elle était plus jeune elle était directrice d'une école primaire.

Elle aimait lire et voyager.

Voici M. Jacobé

Il a 80 ans
Il habite à Charleville depuis 40 ans
Il a 4 enfants
Ils s'appellent Françoise, Maryse, Rose et Alain
Il a 5 petits enfants qui s'appellent Patrick, Nicolas, Pascal, Rosy et Martine. Ils ont 30, 9, 7, 20 et 3 ans.

Quand il était plus jeune il aimait la promenade en moto.
Il aimait l'école
Il avait un chien.

Voici madame Metré
Elle a 82 ans
Elle habite ici depuis 3 ans
Elle a 2 fils qui s'appellent Nicolas et Jacques
Elles habitent à Charleville
Elle a 2 petits enfants qui s'appellent Romain et Sylvain. Ils ont 3 et 6 ans
Quand elle était plus jeune elle habitait une maison à Charleville - son nom était Lagneau.
Elle aimait la broderie et la tricot.

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Advice

- Contact should be established beforehand with the person in charge and the residents invited to participate. (A notice can be put on the board.)

- Ask the residents to bring some photos or other memorabilia with them. These give a focus to the interviews and can be of great interest in their own right.

- Interviews are usually held in a central area. Try to separate each pair of pupils and their interviewee from the next group, since close proximity can cause problems - especially if someone is deaf!

- A Polaroid camera is useful so that you or a pupil can take photographs of the residents and use them later in the exploitation stage. (Some towns have Urban Studies centres which lend Polaroid cameras to schools).

- Take an ordinary camera with you as well for photographing the groups after the interviews. If you have a spare set of photos developed these will be much appreciated by the residents as a reminder of the visit

- A 'thank you' card, to be put up on the noticeboard, is also a thoughtful gesture. Pupils could design one and deliver it.

Visit to a hospital

Children in hospital enjoy being visited and the exchange pupils have a chance to develop their social skills.

Advice

- This visit must be arranged well in advance, probably using your colleagues abroad. They should make contact with the French/German/Spanish/Italian equivalent of the Manager of Children's Services at the hospital.

- Group size is likely to be limited to ten at any one time on a ward, but if it is a big hospital, other tasks could be given, such as a survey in the shop or interviewing people in concourse areas.

- It is a good idea to bring a small present for the children to be visited - but as it is hard to know exactly who will be in a particular ward at the time of the visit (the ages range from two to sixteen) perhaps something edible would be the most appropriate gift. Remember to check with the person in charge first!

- This visit could equally well be to an adults' ward. Again, the visit should be carefully planned.

Visit to a market

- Remember to find out when market day is well in advance.

Shopping survey

- If the town you are visiting has a shopping precinct this is obviously the safest place to conduct interviews. Alternatively, choose a local shopping street or a central point in a large town. Pupils often hear a wide variety of accent and register during such interviews.

Visit to a local radio station

- This is good publicity for your exchange. As well as finding out about how the radio station operates, there is an opportunity for individual pupils to be interviewed on air and for host parents to be publicly thanked.

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Visit to a library

- Some foreign schools are close to quite modern public libraries which provide excellent scope for interviewing people. You can set up interesting tasks in the children's section, particularly if the library caters for immigrant workers. Pupils can be asked to find books in languages other than French or German, for instance. The librarian can be asked about procedures for membership and borrowing books. Members of the public who are browsing can be interviewed about the frequency of their visit, and their reading habits. If the library has a record-borrowing section the pupils can gather information on musical tastes. Examples of membership forms and library tickets can be saved for later exploitation work. Again, this type of visit provides an opportunity for genuine communication and can boost pupils' confidence.

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4. Follow up activities

Much of this initial work can be done during the exchange. It works best given the following conditions:

- A room where the exchange pupils can work. This could be a resources area or library, although a classroom is probably more suitable.
- A minimum period of 1¼ hours, although a full morning or afternoon is preferable.
- Display materials bought from the exchange fund by your foreign colleagues (felt-tip pens, backing paper or card and finer 'fantasy' paper, including gold and silver, stars, and glitter, if available) plus a supply of rulers, compasses and scissors borrowed from other departments.
- Somewhere to display the end results, preferably in a central area.

The teachers organising the exchange first need to plan how many tasks there are to do following the survey work. The pupils should then be free to select a working group, a subject, and their own methods of work. A student-centred approach can be used from the start, pupils coming up with all the ideas for exploiting the survey work.

If left to their own devices, pupils choose very good methods of displaying their findings (bar charts, pie charts, Venn diagrams, pictorial). They are quite confident in using cross-curricular skills. Once finished, the display can go up in the host school towards the end of the exchange. The findings tend to be of great interest to the pupils abroad. It can then be easily transported back to England, either loosely rolled or, preferably, kept flat and protected by card. An instant display on your return, and proof of your conscientiousness to those colleagues who think you've been having a rest!

The advantages of working on the exploitation stage while abroad are very clear. It is also difficult, despite the best of intentions, to get all the exchange pupils together again to finish the work once you are back in the fast-moving world of British education. However, should some of the work remain unfinished, it could be interesting to complete it with a class which contains some of the exchange pupils.

If the first stage of the work is finished, pupils who have been on the exchange can present their findings to the rest of the class. For presenting the results of a survey in French they will need words such as *beaucoup de, plus de, moins de, la plupart de*. Similar useful phrases in German might be *viele Deutsche, mehr*

Deutsche' wenige Deutsche, die meisten Deutschen. Reporting back in the third person is also a useful linguistic exercise: having visited a Résidence du Troisième Age, pupils could be asked to give a *résumé* about the life of Monsieur X or Madame Y. Alternatively, a class could use a database such as 'Grass' for entering information about a group of people interviewed abroad.

5. Spinoff generated by the initial work

- Class links are often set up with a school abroad. In one case, Ecole Primaire children were asked to produce short pieces of writing on themes such as *Maman, Le matin chez moi, Ma famille*. These were sent in due course (illustrated) and provided wonderful reading material in typical French handwriting.

- Display work from different subject areas can be exchanged on a regular basis. Work from geography, maths, history - and especially examples of creative writing in the foreign language, which can be used as models for poetry writing, for example. Work sent to another country can be photographed in the foreign classroom in order to make pupils feel proud that their work is being seen in a wider context.

- Documents relating to school procedures, brochures and magazines can also be exchanged.

- The visit to the Résidence du Troisième Age led to further interviews with two very interesting residents in their nineties, one of whom had been a member of the *Front Populaire* in the 1930s when there were very few women in politics. The cassette which was recorded provided fascinating authentic listening comprehension for 'A' level and bright GCSE pupils. This lady later sent many of her memorabilia, insisting that they were kept. They included one of the first voting cards for women in France, a ration card and some short stories written during the war. History colleagues were most interested in these as they were teaching a course on the First World War.

6. More ideas for maximising the benefits of visits abroad

- Organise a books/cassettes/games swap. Foreign colleagues can ask for unwanted books from their classes. An announcement in the staffroom is also an excellent way of obtaining more materials. In order to get the right sort of books it is useful to make suggestions. The following list may be helpful:

French books
J'aime lire
Folio Junior
Folio Benjamin
Lutin poche de l'école de loisirs
Collection rose
Collection verte
Je bouquine: Bayard Presse Jeune

Magazines
Pomme d'Api
Okapi
Astrapi
Pif Gadget
Oncle Picsou
Jacinthe
20 ans
OK
Onze
Nous deux (and other romans photos)
Ça m'intéresse
Science et Vie

Sometimes books with cassettes are donated, which is an added bonus. If your school is travelling by coach, transporting the books is easy. It is also possible to send them from a French railway station as a *paquet à petite vitesse*. This takes about two weeks to arrive and is relatively cheap in view of the weight.

German magazines
Trend
Die Staffette

Books
DTV Pocket lesen-nachdenken-mitreden
Ravensburger Taschenbücher - Jeans Reihe
Die drei Fragezeichen
Karl May series

Italian magazines
Topolino
Paperino
Monello
Tex
Candy Candy
Amica
Anna

Spanish magazines
Chica
Cambio 16
Blanco y Negro
Tiempo
El País Semanal
Muy interesante
Quercus (ecología)
Tribu

Cartoon strips
Zipe y Zape
Mortadelo y Filemón
TBO

Newspapers
ABC
Diario 16
El País
Vanguardia

Individual or group assignments

- **People-watching** - Pupils can be asked to sit in a café or some central place and study body language, perhaps capturing some of it on video. A variation on this is the excellent example in *Our Europe* where people's daily habits are studied from a vantage point in a town square.

- **Collecting and sorting language:** an idea from the Language in the National Curriculum Project. Street, shop or house names, advertisements, official and unofficial notices in the street, graffiti - these can be collected by pupils to form a rich collection of types of language for discussion.

- **Photo competitions** - Pupils could be asked to enter what they consider a typical German/French/Italian/Spanish photo for a competition.

- **Lend a video camera for a day to one of your exchange pupils**. S/he can then video a day in the life of her/his partner, later presenting it with a voice-over or running commentary in a French lesson.

- **A group of pupils can make their own video on a theme** (environmental issues for instance).

- **Poster collection competition** - Pupils can be taught how to introduce themselves in shops in order to obtain posters written in the foreign language. The exchange partner's family and relatives often become involved, and some pupils bring back an amazing selection of posters for classroom use or as future prizes. This could also be an activity for a visit to another town, with pupils being assigned particular areas from which to collect posters.

- **You can also target some of the supermarkets and cafés for posters** well before your visit, then collect them - or send pupils to collect them - during the exchange.

Further reading

Mares Cherry (Ed), *Our Europe*, The Tidy Britain Group, The Pier, Wigan WN3 4EX.

Van Daal-Hartun, Anne-Mieke, Do Coyle and John Evertsson, *Portes ouvertes*, Secrétariat de la FIPF CIEP, 1 Av. Léon Journault, 92310 Sèvres.

Byram, Michael Veronica Esarte-Sarries and Susan Taylor, *Cultural studies and language learning*. Multilingual Matters, 1991

'Language in the Environment' east LINC (newsletter of the Languages in the National Curriculum Project) Autumn 1990, Mike Taylor Regional Linc Co-ordinator, Homerton College, Hills Road, Cambridge CB2 2PH.

Useful addresses

WWF Educational Distribution
c/o The Richmond Publishing Co. Ltd
PO Box 963
Slough SL2 3RS

French and German Project Packs - *La Compote Verte/Das Grüne Kompott* - compiled by Liz Baines.

Equity Ltd
Norwood House
9 Dyke Road
Brighton
BN1 3FE
Tel: 0273 203202

'Le Jeune Reporter' scheme run by Equity Ltd provides accommodation, learning materials and equipment to enable pupils to conduct surveys, carry out interviews on chosen themes and investigate local issues in France (Germany to follow).

LES VOITURES ET LA CIRCULATION

1. La famille a-t-elle une voiture ?
   Quelle marque ?

2. En quoi cette voiture est-elle différente d'une voiture en Angleterre ? Enumérez toutes les différences:

3. Dessinez une voiture et donnez le nom des parties différentes.

4. Ecrivez le numéro d'immatriculation de la voiture de votre famille.

5. Où la voiture a-t-elle été immatriculée?

6. Quel âge a la voiture?

7. Quel est le genre de route près de laquelle vous habitez
   - une route principale encombrée
   - une route secondaire
   - une route secondaire tranquille
   - un cul-de-sac

8. Utilisez la feuille de recensement ci-dessous. Allez sur la route principale la plus proche. Comptez pendant 15 minutes le nombre de voitures/camionnettes à 10 h. et à 17 h.

Feuille de recensement de circulation

lieu:
date:
direction:
heure: de.... à.....

camions	camionnettes	voitures	vélomoteurs	vélos

IM KLASSENZIMMER

Name		Fach	
Datum		Lehrer(in)	
Zeit		Alter der Schüler	
Klasse		Anzahl der Schüler	

War der Lehrer / die Lehrerin	sehr streng?	locker?
	streng?	sehr locker?

Verhalten der Schüler	sehr positiv	positiv
	neutral	negativ

Wieviel hat der Lehrer, wieviel haben die Schüler gesprochen? (bitte Kreisdiagramm zeichnen)	

Wie war das Verhältnis von mündlicher zu schriftlicher Arbeit? (bitte Kreisdiagramm zeichnen)	

Wie waren die Schüler gekleidet?

Gab es Unterschiede in der deutschen Unterrichtsweise in bestimmten Fächern? (War z.B. der Mathe-Unterricht gleich?)

War die Sitzordnung gleich?

- Wer zahlt für Bücher und Lehrmaterial?
- Welche Fächer hat Dein(e) Austauschschüler(in)? (schreibe seinen/ihren Studentenplan ab)
- Welche Arten von Bestrafung gibt es?
- Welche guten Ideen könnten wir übernehmen?

fait par

LES COURS

date		professeur	
heure		élèves	
classe		garçons	
matière		filles	

matériel	téléviseur rétroprojecteur magnétophone tableau noir photocopies livres cahiers de cours autre	

élèves appelés au tableau	garçons	filles
questions posées à la classe	garçons	filles

attitude des élèves	positive	neutre
	négative	

attitude du professeur	très sévère	
	sévère	
	assez sévère	
	peu sévère	

Au verso, recopiez ce qu'il y a au tableau

L'ECOLE MATERNELLE

A. Questions à poser à toute la classe:

1. Comment s'appelle la maîtresse?
2. Vous êtes les plus grands de l'école ou les plus petits?
3. Vous aimez l'école? Pourquoi? Que faites-vous à l'école?
4. Quelles petites chansons connaissez-vous? (A enregistrer)
5. Qui peut raconter une petite histoire?
6. Les Anglais vont chanter une petite chanson aussi.

B. Questions à poser à chaque élève:

1. Comment tu t'appelles?
2. Quel âge as-tu?
3. As-tu un frère? Quel est son nom?
4. As-tu une soeur? Quel est son nom?
5. As-tu un petit chat/un petit chien/un hamster?
6. Que préfères-tu, l'école ou rester avec Maman?
7. Dors-tu/fais-tu dodo à l'école?
8. Tu manges à l'école?
9. Tu me fais un beau dessin? Qu'est-ce que tu vas dessiner? (Ecris le prénom de l'élève et son âge sous le dessin, emporte le dessin pour exposer)

C. Visite de l'école maternelle (fais un plan, prends des photos, pose des questions à la maîtresse).

PARVULITOS

A. Preguntas para toda la clase:

1. ¿Cómo se llama la maestra?
2. ¿Soís los mas pequeños de los párvulos o los mas grandes?
3. ¿Os gusta la escuela? ¿Por qué? ¿Qué haceís en la escuela?
4. ¿Qué canciones conoceís?
5. ¿Quién sabe contar un cuento?

B. Preguntas para cada niño:

1. ¿Cómo te llamas?
2. ¿Cuántos años tienes?
3. ¿Tienes un hermano? ¿Cómo se llama?
4. ¿Tienes una hermana? ¿Cómo se llama?
5. ¿Tienes un gatito/un perrito/un pez/un hamster?
6. ¿Qué prefieres, ir a la escuela o estar en casa con Mamá?
7. ¿Por qué?
8. ¿Haces la siesta en la escuela?
9. ¿Comes en la escuela?
10. ¿Me haces un dibujo bonito? ¿Qué vas a dibujar? (Escribe el nombre de pila del niño y cuantos anos tiene, debajo del dibujo. Recoge los dibujos.)

C. Visita de la escuela (haz un plano y saca fotos)

L'ECOLE PRIMAIRE

A. Questions à poser, chacun son tour, à la classe de Monsieur/Madame .....

1. Dans quelle classe êtes-vous ?
2. Combien d'élèves y a-t-il dans la classe ?
3. Dans quelle ville/quel pays habitez-vous ? Etes-vous tous français ?
4. Et nous, savez-vous de quelle nationalité nous sommes ?
5. Demande si les élèves ont déjà visité la Grande Bretagne.
6. Demande s'ils connaissent des Anglais - footballeurs, groupes pops, etc.
7. Demande s'ils vont à la piscine, au gymnase, à la bibliothèque
8. Demande s'ils ont vu des films en classe, s'ils ont fait des visites
9. Demande si l'Angleterre est au sud ou au nord de la France
10. Demande s'ils veulent bien chanter une chanson ou réciter une poésie (A enregistrer)

B. Questions à poser à 2 élèves différents:

1. Demande son nom
2. Demande son âge
3. Demande s'il a des frères ou des soeurs; inscris leur nom, leur âge
4. Demande s'il vient à l'école à pied ou en voiture ou en bus
5. Demande quand l'école commence/finit le soir
6. Demande s'il rentre chez lui le midi ou s'il reste manger à la cantine
7. Demande combien il y a de récréations
8. Demande s'il va à l'école tous les jours
9. Demande s'il a des devoirs le soir, après l'école
10. Demande s'il ira au collège l'an prochain, et s'il apprendra l'anglais ou l'allemand en sixième

C. Visite de l'école (fais un plan de l'école, prends des photos)

IN DER GRUNDSCHULE

A. Fragen, die jedem Schüler der Klasse von ..... gestellt werden sollen:

1. In welcher Klasse seid Ihr?
2. Wieviele Schüler sind in der Klasse?
3. In welcher Stadt/in welchem Land lebt Ihr? Seid Ihr alle Deutsche?
4. Und wie ist es mit uns selbst? Wißt Ihr es?
5. Fragt die Schüler, ob sie schon einmal in England oder einem anderen Land waren.
6. Fragt sie, ob sie englische Fußballspieler, Pop-Gruppen kennen.
7. Fragt sie, ob sie zum Schwimmbad/zur Turnhalle/zur Schulbücherei gehen.
8. Fragt, ob sie schon Klassenfahrten gemacht haben.
9. Fragt, ob England südlich oder nördlich von Deutschland liegt.
10. Bittet sie, ein Lied vorzusingen, oder ein Gedicht aufzusagen . (macht eine Aufnahme, wenn möglich)

B. Fragen für 2 Schüler:

1. Wie heißt Du?
2. Wie alt bist Du?
3. Hast Du Geschwister? (Name, Alter)
4. Wie kommst Du zur Schule? (zu Fuß, mit dem Auto, mit dem Bus)
5. Wann fängt die Schule an und wann endet sie?
6. Wieviele Pausen gibt es?
7. Gehst Du jeden Wochentag zur Schule?
8. Hast Du Hausaufgaben? Wie lange brauchst Du dafür?
9. Lernst Du schon Englisch?

C. Besuch in der Schule (zeichnet einen Plan der Schule, macht ein paar Photos)

IM ALTERSHEIM

1. Wie heißen Sie ?
2. Wie alt sind Sie, wenn ich fragen darf?
3. Wie lange wohnen Sie hier schon?
4. Haben Sie Kinder?
5. Wie heißen Sie?
6. Wo wohnen Ihre Kinder?
7. Haben Sie schon Enkelkinder?
8. Wie heißen sie?
9. Wie alt sind Ihre Enkelkinder?
10. Als Sie jünger waren, haben Sie da in ..... gewohnt?
11. Was für eine Wohnung hatten Sie?
12. Was für einen Beruf hatten Sie?
13. Und Ihr Mann/Ihre Frau, was hat er/sie im Leben gemacht?
14. Welche Hobbys hatten Sie als junges Mädchen?/als Junge?
15. Sind Sie gern zur Schule gegangen?
16. Welche waren Ihre Lieblingsfächer?
17. Welches Fach haben Sie am wenigsten gemocht?
18. Hatten Sie Haustiere?
19. Erzählen Sie mir ein bißchen von Ihren besten Freunden.
20. Was ist die schönste Erinnerung an Ihre Jugend?

LA RESIDENCE DU TROISIEME AGE

1. Comment vous appelez-vous?
2. Quel âge avez-vous, si ce n'est pas une question indiscrète?
3. Habitez-vous ici depuis longtemps?
4. Avez-vous des enfants?
5. Comment s'appellent-ils?
6. Où habitent-ils?
7. Avez-vous des petits enfants?
8. Comment s'appellent-ils?
9. Quel âge ont-ils?
10. Quand vous étiez plus jeune, habitiez-vous .....?
11. Comment était votre maison?
12. Quel était votre métier?
13. Et votre mari/femme, que faisait-il/elle dans la vie?
14. Quand vous aviez mon âge, quels étaient vos loisirs?
15. Aimiez-vous l'école?
16. Quelle était votre matière préférée? Pourquoi?
17. Quelle matière aimiez-vous le moins?
18. Et aviez-vous des animaux à la maison?
19. Parlez-moi un peu de votre meilleur(e) ami(e).
20. Quel est le meilleur souvenir de votre jeunesse?

VISITE A L'HOPITAL

1. Comment t'appelles-tu?
2. Quel âge as-tu?
3. Depuis combien de temps es-tu ici?
4. As-tu eu un accident? / As-tu une maladie?
5. Qu'est-ce que tu fais comme activités ici?
6. As-tu des cours, comme à l'école?
7. As-tu souvent de la visite?
8. Qui vient te voir?
9. As-tu des copains/des copines à l'hôpital? Qui, par exemple?
10. Est-ce que tu regardes souvent la télévision?
11. Quelles sont tes émissions préférées?
12. Est-ce qu'on s'occupe bien de toi ici?
13. Comment est la nourriture?
14. Qu'est-ce que tu aimes manger à l'hôpital?
15. Et à la maison?
16. Est-ce que tu sais d'où je suis?
17. L'Angleterre se trouve au nord ou au sud de la France?
18. Sais-tu parler anglais?
19. Je t'ai apporté un petit cadeau d' Angleterre.

AL MERCATO

Metti una croce ogni volta che vedi una bancarella che vende:	
formaggi carne piante e fiori vestiti scarpe borse e cinture biancheria personale gioielli tessuti casalinghi (piatti,ceramica)	

Trovi	il più caro	il meno caro
patate pomodori fagioli arance uva pesche		

Domande a 10 clienti			
Perchè viene al mercato?	costa di meno	roba più fresca	sono più gentili
Ci viene spesso?	una volta alla sett.	due volte alla sett.	ogni giorno
E lontano per lei venire qui?	500 m	2 km	5 km
Come viene al mercato?	a piedi	con la macchina	con l'autobus

Domande a 5 venditori	1	2	3	4	5
E produzione sua quello che vende?					
Ha un orto/un terreno vicino?					
Ha molti clienti?					
Riesce a vendere tutto?					

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9

The purpose of this book is
to highlight ways of
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